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ABSTRACT

This report describes the Bilingual Pupil Services project (B.P.S.) which provided basic instruction in English reading, Spanish reading, and mathematics to Spanish-speaking students of limited English proficiency in New York City community schools. Also presented are the results of program evaluation for 1980-81. The report outlines the project goals and objectives, describes the project context, and discusses such program components as organization and personnel, instructional procedures and activities, staff development, curriculum and materials development, and parental involvement. A summary of interviews with paraprofessionals who were trained to serve in the program and with some supervising principals is presented. The report on program evaluation includes a description of assessment procedures, the findings on students achievement in English reading, Spanish reading, and mathematics, and data on student attendance rates. It is reported that the program was generally effective, but it is suggested that even greater student gains would be demonstrated if new testing instruments, which are congruent with actual curriculum content, were to be employed. (Author/MJL)

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ED215072

FINAL EVALUATION REPORT

E.S.E.A. TITLE I

Grant Number: 30-00-00-01-00-00

Project Number: 5001-42-11620

BILINGUAL PUPIL SERVICES

1980-1981

Program Director:
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Prepared by the
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NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL EVALUATION
RICHARD GUTTENBERG, ADMINISTRATOR

UD 022 251

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A SUMMARY OF THE EVALUATION
FOR THE
BILINGUAL PUPIL SERVICES PROJECT
1980-1981

The Bilingual Pupil Services project (B.P.S.), funded by E.S.E.A. Title I, provided basic services to 1,782 Spanish-speaking students of limited English proficiency. These students were enrolled in 24 schools in 14 community school districts in the boroughs of Manhattan, the Bronx, and Brooklyn. The main purpose of the program was to improve student achievement in the areas of English reading, Spanish reading, and mathematics.

In order to accomplish its goal the project recruited, trained, placed, and supervised 81 paraprofessionals. This was accomplished by a central staff of one project director, an assistant project director, three field instructional specialists, and a number of support and clerical staff. The staff maintained close cooperation and coordination with school and district staff who also provided services to the eligible students.

The project had a well developed and clearly articulated system for selection, training, and supervision of paraprofessionals. They were in constant contact with the field instructional specialists and received training at the school site, their central office, and though Hunter College (in-service). Close records of the training and supervision were maintained by all staff. In fact, in the opinion of the evaluator, the sound management system with clearly articulated expectations and thorough record keeping may be the cornerstone which has contributed to the success of the B.P.S. project.

In all areas of the curriculum -- English, Spanish, and mathematics -- and at all grade levels, students demonstrated statistically significant gains in tests of reading in English and Spanish and in mathematics. The tests used, however, are not without problems, with the lower level tests being too easy and those at grade six being possibly too difficult. It is recommended that the testing employed be reconsidered, with the expectation that more adequate tests would allow students to demonstrate even greater gains than those possible with the present instruments.

Students exhibited excellent attendance rates ranging from a low of 86 percent attendance at the first grade to a high of 94 percent attendance at the sixth.

During 1980-81, 19 of the participating paraprofessionals received their baccalaureate degree as a result of their participation in the project. Of these, 18 are presently employed as full time teachers.

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BILINGUAL PUPIL SERVICES (B.P.S.)

Program Location:	131 Livingston Street, Room 517 Brooklyn, New York 11201
Year of Operation:	1980-1981, seventh year
Target Population:	1,782 Limited English Proficient (L.E.P.) Title I E.S.E.A. eligible pupils in grades 1 to 6
Target Language:	Spanish
Budget:	$1,154,802
Program Director:	Celia M. Delgado

INTRODUCTION

The Bilingual Pupil Services (B.P.S.) project was funded for fiscal year 1980-81 as a continuation grant under the provision of the Elementary and Secondary Education Act-Title I. This period completes the seventh cycle for which the program has been funded. The B.P.S. project provides direct services to a disadvantaged bilingual student population and operates within the Office of Bilingual Education (O.B.E.) of the New York City Public Schools. The project's primary goal is to enhance the academic progress and linguistic skills of Title I eligible Hispanic pupils of limited English proficiency. During the 1980-81 school year, the B.P.S. project offered bilingual instructional and supportive services to 1,782 Hispanic LEP students in grades 1 to 6. Student eligibility was determined by achievement of at least one year below grade level in Spanish reading and mathematics, and a score below the 21st percentile on the Language Assessment Battery (LAB).

Program personnel, consisting of five professionals, provided eighty-one paraprofessionals with a comprehensive program of on-site

in-service training workshops and individualized assistance in the classrooms. Additionally, participants engaged in college coursework through a Board of Education sponsored program. All training activities were designed to develop teaching skills, and an understanding of the foundations of, and development of skills in the use of curricula and materials in bilingual education. These activities were coordinated between project staff and the personnel in the Office of Bilingual Education, school district offices, schools, and the colleges attended by the trainees. The paraprofessionals were placed in 24 schools in 14 community school districts (C.S.D.) in Manhattan, Bronx, and Brooklyn to assist in providing instructional services. Through this coordinated effort, curricula and materials were revised and developed, and parents were provided workshops and orientation sessions.

The purposes of this report are the following:

1) to describe project context, components, participants, and activities;

2) to report student achievement data;

3) to analyze and interpret project and student achievement data;

4) to make recommendations for project improvement.

I. PROJECT GOALS AND OBJECTIVES

The ultimate goal of the project is to improve the academic performance and linguistic proficiency of Hispanic LEP students in English. Its instrumental goal is to develop a comprehensive on-site, in-service training and supervision program to be implemented by instructional and support services personnel trained in the areas of specialization required by the target population. Further, it proposes to develop curricula and materials for use in the classroom, and involve parents in the educational process of their children.

Specifically, the project addressed three instructional and non-instructional objectives. These included:

Instructional Objectives

1. In reading in Spanish, participating students will achieve a mean post-test raw score that will surpass their pre-test score at the .05 level of statistical significance as measured by the Prueba de Lectura-Interamerican Series.
2. In reading in English, participating students will achieve a mean post-test raw score that will surpass their pre-test score at the .05 level of statistical significance as measured by the Test of Reading-Interamerican Series.
3. In mathematics, participating students will achieve a mean post-test raw score that will surpass their mean pre-test score at the .05 level of statistical significance as measured by the appropriate level of the Comprehensive Test of Basic Skills (C.T.B.S.) mathematics computation subtest.

Non-Instructional Objectives

1. Paraprofessionals will participate in staff development activities in which they will be supervised and receive training in the teaching of reading and mathematics to bilingual students.
2. Bilingual curriculum materials will be developed to meet the needs of the bilingual students in the project.
3. Parents will be apprised of project activities and engage in those activities whenever appropriate.

II. CHARACTERISTICS OF PROJECT SITES

Table I below lists the districts and schools participating in the B.P.S. project, as well as the district enrollments, Hispanic register, and number of Hispanic pupils identified as eligible for bilingual instruction under the Consent Decree Program (see Aspira, et. al., v. Board of Education, et. al.). The table illustrates the distribution of project sites in relation to the number of Hispanic students eligible for services.

Table 1. Participating community school districts.

District	District Enrollment	Hispanic Enrollment	Number of Eligible Pupils	B.P.S. Project School Sites
3M*	11,922	4,425	1,458	P.84, P.163
4M	12,441	7,341	2,313	P.72, P.112, P.155
6M	18,931	13,959	5,791	P.98, P.28, P.192
7B*	13,904	8,948	3,279	P.27, I.S. 184
8B	20,376	10,141	2,218	P.60, P.130, I.S.74
9B	27,701	11,913	4,570	P.90, P.114
10B	30,482	15,556	4,164	P.79
12B	13,880	8,693	2,170	P.77, P.211
13K*	16,619	2,781	967	P.133
14K	17,580	11,357	2,095	P.120
15K	20,500	12,013	2,353	P.1
17K	25,158	2,834	853	P.189
23K	11,969	2,036	845	P.155
32K	15,479	10,184	2,726	P.123

The figures above were published by the Office of Bilingual Education, N.Y.C. Board of Education, October 31, 1981. (M* Manhattan, B* Bronx, K* Brooklyn).

Each of these school communities could be characterized as bilingual and bicultural with Hispanics constituting a significant proportion of the population. For the most part, the participating schools in the B.P.S. project reflect the ethnic composition of their neighborhoods.

For example, in C.S.D. #17, which is a predominantly black school district, the project's participating school, P.S. 189, has a Hispanic student enrollment of approximately 30 percent -- one of the highest concentrations of Hispanic students in the district. Even in heavily Hispanic populated districts, the B.P.S. participating schools were among those with the highest Hispanic enrollment in the districts.

The evaluator visited eight of the 24 schools involved in the project. All of the schools visited were either in the boroughs of Manhattan or the Bronx. In every instance the schools were located in areas evincing signs of extensive urban deterioration. The severity of this problem ranged from schools located in neighborhoods with pockets of prosperity along side deteriorating sections, to schools located in areas of almost total devastation. This contrast is strikingly evident in the neighborhoods of C.S.D. #3 on the westside of Manhattan and C.S.D. #7 in the South Bronx.

Title I E.S.E.A. eligibility is determined by criteria based on economic status and reading achievement levels. Although the extent and range of economic conditions of the participants in the B.P.S. project are not statistically illustrated here, published figures for 1980 indicate that, of the 24 schools in this project, 18 were ranked as being in the lowest quarter of the 630 elementary and 182 junior high schools ranked according to reading achievement (Pupil Reading Achievement-December 1980, Office of Student Information Services).

The B.P.S. project supported a varying number of classes in each of the participating schools. For example, in one school the project placed paraprofessionals in grades 1-5; in another they were placed in first, second, and fifth grades. Although the project may have only

supported some classes in a given school, each school had a fully developed bilingual program serving all of the grades. Therefore, students participating in the project had the opportunity to experience a sequential bilingual education program throughout the elementary grades, even though all classes were not necessarily supported by the B.P.S. project. (See Table 2.) The number of classes served depended on the fiscal resources available to the project and on school needs.

Table 2. Districts, schools, and classes participating in Bilingual Pupil Services project.

District	School	Grades	Number of Students
3	84	1-4	86
	163	2-6	83
4	72	1,2,3,6	93
	112	1,2	55
	155	1,2,5	84
6	28	1-3	92
	98	2,6	71
	192	1,4,5	77
7	27	1-4	63
	I.S.184	6	26
8	60	1,2,5,6	81
	I.S. 74	5	18
	130	2-5	92
9	90	2-4	55
	114	4,5	79
10	79	5,6	75
12	77	1,2	52
	211	1-4	67
13	133	1-4	89
14	120	1-5	92
15	1	1-4	96
17	189	2,3,6	80
23	155	1-4	119
32	123	3,4	44

Each of the districts participating in the B.P.S. project had a central bilingual program administrative unit. In all cases funding for the district programs was achieved by an integration of federal, state, and local funds targeted for bilingual populations. The B.P.S. project coordinated services with the district programs to insure that B.P.S. paraprofessionals were placed in schools and classrooms with the greatest needs, and that the project services did not result in the duplication of effort. In addition, the B.P.S. project extended services to district personnel, such as teachers and supervisors, through workshops on innovative teaching strategies, creative ideas for E.S.L. instruction, proper use of paraprofessionals in the classroom, and setting up learning centers. Such services were provided during 1980-81 to Community School Districts 6M, 12X, 8X, 4M, and 19K.

III. PROGRAM ORGANIZATION AND PERSONNEL

THE OFFICE OF BILINGUAL EDUCATION (O.B.E.)

The Office of Bilingual Education is a central administrative unit within the New York City Public Schools. The Office consists of approximately 150 pedagogues and non-pedagogues engaged in numerous support service activities in the area of bilingual education. The organization of O.B.E. is illustrated in Chart 1.

As a staff development and instructional services project, B.P.S. is part of the Center for Staff Development and Instructional Support Services. This Center's major focus within O.B.E. is to provide training to individuals involved in the teaching of limited English speaking children in the city school system. Seven distinct projects are included within this Center. Each of these projects has a particular programmatic purpose as well as a role within the Center's overall staff training activities and O.B.E. goals. It is interesting to note that the director of the Center for Staff Development once held the position of project director of the B.P.S. project and the assistant director was once a field instructional specialist. Of interest also is the fact that three other projects in the Center were designed using the B.P.S. model. It appears that the B.P.S. project was an early advocate of providing in-service training to bilingual educators while they provide direct services to students. As part of the Center, then, the director of the B.P.S. project reports to the director of the Center for Staff Development. The organization of the B.P.S. project is illustrated in Chart 2.

Chart 1. Organizational Chart: Office of Bilingual Education.

1980-1981

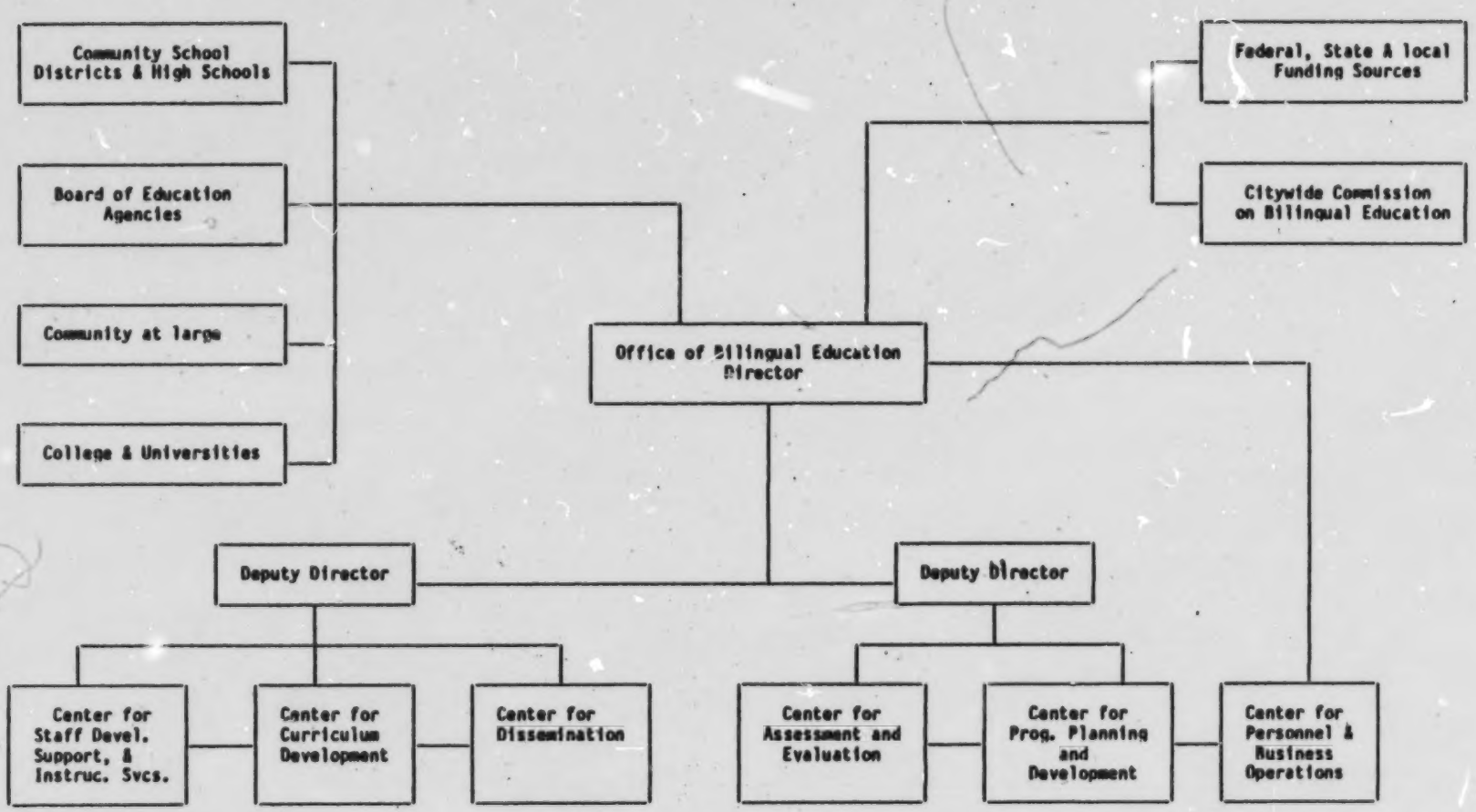
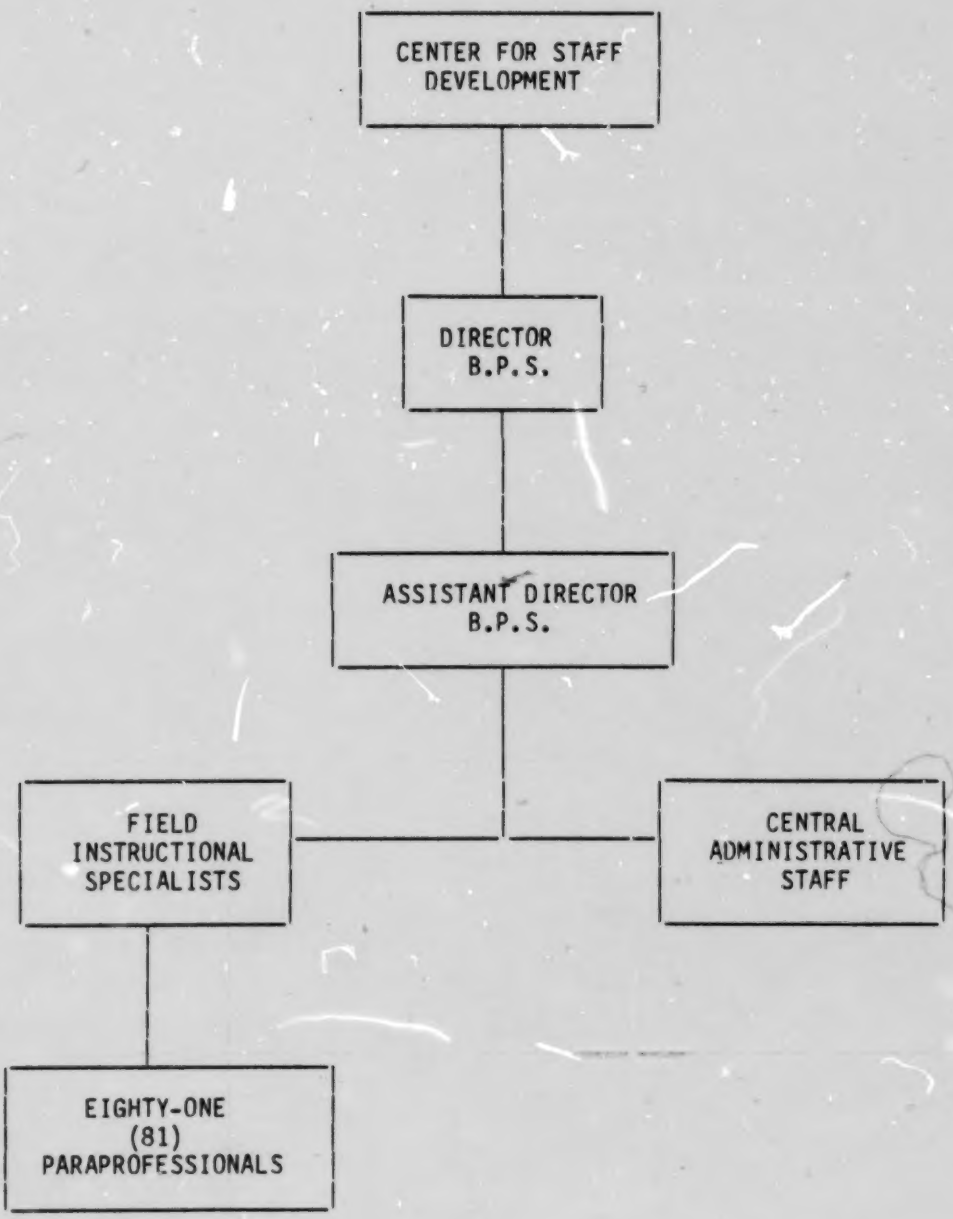

Community School Districts & High Schools
Board of Education Agencies
Community at large
College & Universities
Federal, State & local Funding Sources
Citywide Commission on Bilingual Education
Office of Bilingual Education Director
Deputy Director
Deputy Director
Center for Staff Devel. Support, & Instruc. Svcs.
Center for Curriculum Development
Center for Dissemination
Center for Assessment and Evaluation
Center for Prog. Planning and Development
Center for Personnel & Business Operations

Chart 2. Organization of the Bilingual Pupil Services project under the Office of Bilingual Education.



STAFFING

The following were the full-time staff positions in the B.P.S. project and the responsibilities of each.

The director was responsible for the overall administration, coordination, and supervision of the project and each of its components. She functioned as program liaison with state and city officials and project evaluators in the administration of the project. The director has been in the position for two years and has been with the project for over nine years. The director is bilingual, holds B.A. and M.S. degrees and is certified as an administrator and supervisor. She has twelve years of combined teaching and supervision experience.

The assistant director aided the director in the coordination of pupil services, in-service training, and parent community activities with participating C.S.D.'s and colleges. The assistant acted as liaison between the project and school principals, and also assisted in the orientation and supervision of the three field instructional specialists (F.I.S.). The assistant director assumed his position in February, 1981. Before then, he was a F.I.S. The assistant is bilingual, holds B.A. and M.S. degrees, and a certificate as an administrator and supervisor, and and has seven years of teaching experience.

The project had three F.I.S.'s. In general their responsibilities fell under the categories of training, supervision, and administration.

Specifically, the F.I.S.'s, under the supervision of the director and the assistant director, provided a variety of in-service training activities for paraprofessionals in the content areas of mathematics, reading, E.S.L., and materials development. In addition, duties

included: meeting periodically with the assistant director to discuss course outlines, curricula, lesson plans, time lines, and related matters; meeting with other F.I.S.'s regularly; insuring the proper packaging, delivering, and distributing of instructional materials; insuring strict adherence to attendance rules; collecting and checking attendance, roll books, and reporting items of importance to the central office staff (such as paraprofessionals' response to in-service program content); and acting as the project representative in contact with district school staff.

All the F.I.S.'s are bilingual, have a minimum of a Master's Degree, and teaching experience ranging from five to nine years. All were relatively new to their jobs as field specialists. Two were on the job less than two years, the third started to work in September of 1980.

The project staff also included an accountant, secretary, payroll secretary, receptionist, and typist, who were respectively responsible for financial, secretarial, and clerical matters, under the supervision of the director and assistant director.

The project's school site staff included 81 paraprofessionals. The project actually began the year with 66 paraprofessionals, but was able to add an additional 15 paraprofessionals in mid-year with accrued funds. One of the primary responsibilities of participating paraprofessionals was to provide bilingual instruction in reading/mathematics to assigned pupils of limited English proficiency. Secondary was the paraprofessional's required participation in the in-service training program (monthly workshops/in-service) conducted by the F.I.S. They also had to attend college to complete baccalaureate degree and required

education-credit requirements needed for state certification/city licensing as bilingual teachers. Project records indicate that all paraprofessionals were Spanish speaking and from similar cultural background as the children. They were selected on the basis of interviews, oral and written examinations of Spanish and English language proficiency, and consideration of the candidates' academic record. Individuals selected were those who: a) had completed a minimum of 60 college credits; b) demonstrated commitment to the field of education; and c) could effectively implement project objectives by providing instruction to the participating students as well as enhancing their own skills and knowledge of bilingual methodology.

SUPERVISION

The B.P.S. project kept extensive records on the development of each paraprofessional. These include on-going informal assessments of the performance of the paraprofessionals, as well as formal lesson and general performance evaluations conducted by the F.I.S. (See Appendix A for sample of evaluation instruments.)

Field instructional specialists were required to make daily entries into the log books, which were checked weekly by the director and her assistant. The logs provide documentation of all project activities engaged in by the F.I.S. at their assigned project sites and at headquarters. For example, these logs provided descriptions of the training individual paraprofessionals received at their schools. The logs contained information on the school and the B.P.S. paraprofessionals, as well as other data relevant to the implementation of the project. Also included were observations on the school situation which had implications

for the functioning of the paraprofessionals, including school support for bilingual education.

The logs also contained records of all contacts between the F.I.S.'s and the site personnel, including interviews, observations, entries describing the classrooms, and every visit made. Records were kept of lessons given, resources distributed, and materials developed. In sum, the logs give a detailed description of the activities of the F.I.S.'s in the schools and at the central office.

INTERORGANIZATIONAL ARTICULATION

In maintaining and reinforcing linkages with personnel at the project sites and also with other units within the Office of Bilingual Education, the B.P.S. project staff had clearly articulated activities. These activities served to enable, to the extent possible, closer control over project activities despite the wide dispersion of paraprofessionals throughout a large number of school districts and schools. This effort seemed to require much energy and consistency, but the impression is one of success.

Specifically, the B.P.S. staff maintained close and on-going communications with each school administration involved, and to a lesser extent with the administration of district bilingual programs. These contacts included both written and telephone communications, and meetings with school principals and teachers. The project director and the assistant had both visited and were familiar with all the project sites. The F.I.S.'s however, were the primary link between the central office and the paraprofessionals. Approximately 60 percent of the F.I.S.'s time was spent at the project sites providing supervision and maintaining channels

of communication with local schools and school district personnel. Since the training occurred on a weekly basis each F.I.S. came in contact with assigned paraprofessionals weekly. In addition, the director was in contact with a college instructor (from Hunter College) who provided a course at the central office. The B.P.S. staff assessed the need for new course content and recommended a special course designed for project participants.

Project staff also collaborated with other resource and training units within the community school districts, the Center for Staff Development, and with other agencies involved in providing training workshops and conferences for the bilingual educator. This cooperation took the form of presenting at or participating in scheduled workshops and conferences. For example, the B.P.S. staff presented at the Center for Staff Development's orientation workshops and also attended a series of workshops in the areas of E.S.L., Spanish language arts, and other planned sessions.

IV. PROGRAM ACTIVITIES

RECRUITMENT, SCREENING, AND ORIENTATION OF PARAPROFESSIONALS

In 1980 the project received approximately 100 applications for 15 vacancies. All of the applicants were evaluated by the project staff. The educational characteristics of the applicants were carefully considered in an effort to identify each applicant's strengths and areas of need, and also to ascertain the potential for success in teaching. The screening process was carried out in a well organized manner and included the following steps (see Appendix B for samples of screening instruments):

- The applicants were notified by mail to appear at project headquarters.
- Each applicant was administered a written short answer test in English (Michigan Test of English Language Proficiency). They were also requested to write a 200 word composition in English and one in Spanish. They were allowed to select from eight topic questions, four each in English and Spanish. A typical question was "What is the importance of incorporating a pupil's interest in an instructional program and how can this be accomplished?"
- The applicants were interviewed in both English and Spanish.
- Finally, they were required to submit their college transcripts. All applicants were required to have a minimum of 60 college credits.
- The test, compositions, and interviews were scored.

- A final determination was made as to which applicants would occupy the 15 vacancies. This determination was made with the participation of the whole B.P.S. pedagogical staff. Candidates were selected based on their scores on the various instruments, on the applicants' grades on college transcripts, and the degree to which the applicants provided evidence of a desire to undertake and perform the role of B.P.S. paraprofessional, including a commitment to take part in all scheduled training activities.

Orientation was provided to new and old paraprofessionals in September, or at the time the new employee entered the project. The orientation sessions covered a variety of topics. Included among these were:

- Orientation to the Bilingual Pupil Services project
- Duties and responsibilities of paraprofessionals
- Personnel procedures
- Title I guidelines and priorities
- Role of the F.I.S. and other central office staff
- Relationship of the B.P.S. project to local district schools and other outside agencies, such as the parent advisory groups
- Project evaluation procedures
- Individual professional development
- Schedules of project reports and activities
- Statistical surveys of pupils and pupil needs
- In-service education program
- Basic classroom operations -- lesson plan preparation,

resources information, pattern drills, use of visual aids, control of classroom groups, pupil profiles

- Bibliography and glossary
- Pre and post testing procedures and schedules
- Bilingual Paraprofessional Advisory Committee
- Personal conduct

In September the school principals and directors of local bilingual programs were informed of which paraprofessionals would be assigned to their schools. New paraprofessionals were personally introduced by the F.I.S. to the directors and principals. During this time the principals were oriented concerning the responsibilities of the paraprofessionals and reminded of the school administration's responsibility in adhering to regulations governing the assignments of the B.P.S. paraprofessionals. Among these regulations were included the following:

- Under no circumstances may a paraprofessional be left alone with children in a classroom. A teacher must supervise the paraprofessional in the classroom at all times.
- The paraprofessional must not be given duties which do not appear in his/her job description unless the project is consulted of these first; for example, no lunch duty.
- The paraprofessional's time card and time sheet must be signed by the principal of the school and brought to the central office. If at any time this duty is delegated to another individual, the central office staff must be officially informed.

- The paraprofessional must report promptly and record time accurately upon arrival and departure.
- All paraprofessionals must follow appropriate procedure in reporting absences and lateness. The school and the office must be notified on the day of the absence or lateness.
- The paraprofessionals should avoid outside commitments that would make it necessary for him/her to request a modification of his/her assignment of days and hours.
- The paraprofessional must provide the school with schedules showing assignment of days and hours.
- Paraprofessionals must take their prep-periods at the same time their cooperating teachers take them. At least one of these prep-periods per week must be a supervisory conference between paraprofessional and teacher. The topics discussed at the conference will be logged by the paraprofessional and kept in a section of his/her lesson plan notebook entitled "Supervisory Conference with Cooperating Teacher".
- The participating teacher and or supervisor with the approval of the principal, must evaluate each paraprofessional's work at least twice a year. The B.P.S. project will provide the official evaluation forms to be used. This appraisal should be subject to review and annotation by the principal before it is forwarded to the project.
- All paraprofessionals will be observed formally twice a year and informally several times during the year. The first formal observation will take place from mid-November to mid-

December, and the second observation will be from mid-April to mid-May.

- Use of release time (for school related matters only) must be approved by the director. Paraprofessionals are entitled to only 2 1/2 hours of release time a week. No release time in excess of two and one half hours will be approved.

INSTRUCTIONAL COMPONENT

The evaluator visited eight project schools to observe the implementation of instructional activities. In every instance the paraprofessionals were assigned to work with a bilingual teacher. Paraprofessionals taught within the classroom, usually in a designated area of the room where small groups of children would gather to work with the paraprofessional. Where the paraprofessionals gathered their assigned pupils often depended on the number of pupils receiving instruction at any one time.

Each paraprofessional was required to provide instruction in reading and mathematics to at least 22 pupils. An intent of the instructional program was to allow for as much individualization as possible. To that end, the size of student groups ranged from four to eight students. Although the daily instructional routines of the paraprofessionals were occasionally altered to accommodate particular student needs or because of an activity in which the whole class engaged, the typical paraprofessional teaching assignment with their 22 pupils closely resembled the schedule below:

8:40 - 9:00 Morning activities: attendance, collection, calendar, weather

9:00 - 9:45 Reading

10:00 - 10:30 Language arts - writing skills

10:30 - 11:15 Mathematics

11:15 - 12:00 English as a second language (as part of the pre-reading phase)

12:00 - 12:50 Lunch

12:50 - 1:30 Mathematics activities

1:30 - 2:00 Reading through content area (i.e., social studies)

2:00 - 2:45 English as a second language (as part of the pre-reading phase)

2:45 - 3:00 Independent reading activities

The evaluator observed the teaching of lessons which ranged from 25 to 35 minutes, and included the observation of paraprofessionals teaching reading, English as a second language, and mathematics. A total of ten paraprofessionals were observed engaged in instruction. The classroom observation visits were not announced since their intent was not to render judgements on the quality of instruction, but rather to observe, first hand, how project instructional activities were being carried out.

All of the paraprofessionals observed were cognizant of the goals and objectives of the instructional program. It was obvious from the observation that the paraprofessionals had internalized much of what they were trained to do in the preparation and presentation of lesson units. There was evidence that either the classroom teacher or the F.I.S. had reviewed many of their lesson plans, as well as their records

on targeted pupils which included attendance, level of performance, materials being used, and pre-test or diagnostic test scores.

The teaching of oral language skills was done in a variety of ways depending on the age level and ability of the pupils. These included games, songs, dialogues, and role playing which were emphasized with younger pupils. The more advanced groups of students took part in language drills, such as progressive replacement, transformation, and free response drills. In many instances the paraprofessional stressed vocabulary which related or was meaningful to the classroom and social activities in which the students were participating.

Materials utilized by the paraprofessionals in their English as a second language lessons included both self-developed and commercially prepared materials. Some of these materials were flash cards, pictures, stories, skits, poems, and adapted stories.

The method in which the paraprofessionals approached the teaching of reading in English and Spanish was eclectic, reflecting a curricula different from that normally taught non-targeted pupils and the need for structuring curriculum along the lines of the various learning modalities of the pupils involved. These approaches included the teaching of reading using the phonic, linguistic, and visual approach, structured within lessons which could be characterized as guided reading, individualized, or specific skills lessons.

In addition to the texts and workbooks provided by the schools for the teaching of reading, the paraprofessionals utilized a variety of materials provided by the B.P.S. project. These included films, filmstrips, textbooks, workbooks, children's stories, children's writing, experience charts, library books, newspapers, and flash cards.

STAFF DEVELOPMENT

The project's in-service training activities were intended to develop those teaching skills which are essential in instructing the bilingual pupil, and for familiarizing the paraprofessional with curriculum and materials. Specifically, these activities fell into four training areas:

a. the methods and techniques used in teaching reading and mathematics in the native and second languages;

b. the selection and evaluation of reading and mathematics materials for use in the bilingual classroom;

c. the development of bilingual materials for the reading and mathematics program;

d. the methods and techniques used in teaching English as a second language, before the introduction of reading.

The in-service training plan in 1980-81 required that all new paraprofessionals (and some in their second year who needed additional training) attend a weekly all-day training workshop. These workshops were conducted on Mondays. During the fall and spring a total of 23 all-day sessions were provided. The fall program began in October and ended in December. The spring sessions began in January and ended in May. All of the workshops were held at the project's headquarters.

The Monday workshops were conducted by the F.I.S.'s who assessed on a continuing basis curriculum areas which needed particular emphasis. In general, however, they attempted to structure Monday workshops in such a way as to cover all of the subjects the paraprofessionals were responsible for teaching. A typical Monday workshop lasted six hours and was scheduled to cover the areas listed below:

9:00 - 9:15 Lab session (distribution of materials and memos)

9:15 - 10:15 Teaching mathematics

10:15 - 11:10 Teaching reading

11:10 - 12:00 Teaching E.S.L.

12:00 - 1:00 Lunch

1:10 - 3:00 Bilingual materials development

In addition to providing the skills and knowledge which enabled the new paraprofessionals to structure their lessons, the weekly workshops also afforded the F.I.S. the opportunity to establish a rapport with the paraprofessionals. It was evident to the evaluator that the paraprofessionals knew much about their assigned F.I.S.'s and viewed them almost as mentors. In general, they were appreciative of the direction and assistance provided by the F.I.S.'s and welcomed their presence in their classrooms and schools.

It is estimated that the F.I.S.'s spent approximately 60 percent of their work time on the supervision of their assigned paraprofessionals. This level of involvement, coupled with the various workshop sessions they provided, meant that each paraprofessional spent a substantial number of contact hours with their F.I.S.'s (approximately 150 hours for new paraprofessionals and 80 hours for others). However, much care was taken to insure that classroom instruction time was not interrupted. When the F.I.S.'s made site visits, they arranged to meet with the paraprofessionals either: 1) during a preparation period; 2) during lunch; and/or 3) after school hours.

After their first semester in the project paraprofessionals are required to attend only one monthly all-day workshop. New paraprofessionals

are also required to attend these monthly workshops. In 1980-81 these workshops were held at one of the participating school districts and were usually conducted by the F.I.S. assigned to that group of paraprofessionals (there were three groups). The subjects covered at these sessions were those that had been determined by the F.I.S.'s to warrant particular attention. During the year the F.I.S.'s conducted ten monthly sessions. These included:

a. demonstration lessons by paraprofessionals and field instructional specialists on the approaches and techniques used in teaching the bilingual learner to read, e.g., basal, linguistic, experiential, and individualized;
b. lessons on how to develop learning centers;
c. evaluation of bilingual classroom materials, e.g., Bank Street Readers, the Miami Linguistic Series, Laidlaw Textbooks, etc.;
d. maintaining pupil records;
e. testing and evaluation;
f. parent involvement;
g. use of audio-visual equipment in the classroom, e.g., filmstrips, projector, and the tape recorder.

Another aspect of the staff development plan involved courses taken by paraprofessionals toward the completion of the B.S. or B.A. degrees. Under the Career Training Program, the Board of Education paid for up to six credits per semester for each paraprofessional. The paraprofessionals were free to attend any college they desired; however, the Board of Education paid only for course work at any of the city colleges. The majority of the participants attended the City College of New York.

This year a college course on the integration of the arts in reading lessons was provided. The course was conducted by Hunter College staff who held the weekly classes at the B.P.S. project headquarters. Thirty paraprofessionals were enrolled in this course.

The director, assistant director, and the F.I.S.'s were also involved in receiving training. They attended workshops given by O.B.E.'s Center for Staff Development. (For sample schedules of all staff development activities see Appendix C.)

Paraprofessionals usually remain with the project from two to three years. In 1980-81, the B.P.S. project began the year with 66 paraprofessionals. Fifteen were added during the year through budget modifications, bringing the number up to 81. Of the 66 who started the year with the project, 19 (or 29 percent) received their baccalaureate degree and "were graduated" from the B.P.S. project. Of these 19 graduates, 18 are presently employed as full time teachers; two in Puerto Rico, the remainder (16) in New York City. Since 1972, 766 B.P.S. paraprofessionals have earned their baccalaureate degrees and the majority have joined the teaching ranks.

CURRICULUM AND MATERIALS DEVELOPMENT

Curriculum and materials development was the subject of several inservice training sessions. Materials were developed specifically for use in training. The Teacher Guide for the Teaching of Reading in Spanish and English, and the E.S.L. Survival Kit were updated.

The program also generated a manual for paraprofessionals, field instructional specialists, and clerical staff. These manuals have been revised on a yearly basis. In addition, a mini-resource library

was developed by program personnel, partly with the use of monies which had been allocated for supplies.

PARENTAL INVOLVEMENT

The project director conducted five meetings for the parents of the pupils receiving instruction, and for parents who were members of the Parent Advisory Committee. In addition, these parents participated in parent training sessions provided by the Parent Awareness Program. This program is part of the Center for Staff Development. Some of these workshops included training and information on:

a. bilingual special education;

b. Lora Decree;

c. parent rights;

d. bilingual classroom materials for reading.

V. SUMMARY OF INTERVIEWS

During the school visits to observe instructional activities, and also during two scheduled in-service workshops, the evaluator briefly interviewed 36 paraprofessionals and eight principals. Because of the time limitations, the interview consisted of only two open-ended questions. The intent was to list in order of priority some aspects of the program paraprofessionals and principals considered most valuable and some aspects they viewed as needing improvement or modification. The two questions asked were:

1. What particular aspect of the program do you consider most valuable?
2. Are there any aspects of the program which you think need improvement or should be altered?

The responses to these questions are illustrated in Tables 3, 4, 5, and 6.

Table 3. Number and percent of paraprofessionals' expressed opinion of most valuable aspect of program. (N=36)

Most Valuable Aspect of Program	N	%
1. The intensity of the training program	20	56
2. Supervision provided by the F.I.S.	8	22
3. The opportunity to work with small groups of children	5	14
4. The materials development aspect of the program	3	8
Totals	36	100%

As illustrated in Table 3, the intensity of the training provided by the program was noted as being of most value by the 36 paraprofessionals interviewed. (The training included improving individualization of instruction, preparation of effective bilingual instructional materials, different methodologies for improving bilingual reading/mathematics/E.S.L. instruction.) Eight paraprofessionals indicated that the supervision or guidance given by the F.I.S.'s was most valuable. Five paraprofessionals thought that working with small groups of children was of most value in their training and three viewed the materials development aspect of the program as imparting the most value.

Table 4. Number and percent of principals' expressed opinion of most valuable aspect of program. (N=8)

Most Valuable Aspect of Program	N	%
1. The training provided by the program to the paraprofessionals; services to pupils	5	63
2. The assistance provided by the program staff to school principals	3	37
Totals	8	100%

In responding to question number one, of the eight principals interviewed five indicated that the training provided by the program was of most value. Three noted the assistance given by the project staff to the principals as helpful and most valuable (i.e., testing).

Table 5. Number and percent of paraprofessionals' expressed opinion of program aspects needing improvement. (N=36)

Program Aspects Needing Improvement	N	%
1. No area needs improvement	15	42
2. Too much paper work assigned	11	30
3. Better screening of cooperating teacher	6	17
4. Better orientation of principals concerning paraprofessionals' role and duties	4	11
Totals	36	100%

Paraprofessionals' responses to question number two indicated that 15 did not think the program needed any improvements or modification. Eleven felt that paraprofessionals engage in too much paper work. (Such paper work includes pupil logs, lesson plans, pupil profile sheets, and pupil attendance sheets.) Six of the paraprofessionals thought that the program could screen the cooperating teachers more carefully to assure a degree of compatibility between the classroom teacher and B.P.S. paraprofessional. Four indicated that principals needed to be better informed of the duties and limitations of the B.P.S. paraprofessional.

Table 6. Number and percent of principals' expressed opinion of program aspects needing improvement. (N=8)

Program Aspects Needing Improvement	N	%
1. No aspect of the program needs improvement	4	50
2. More B.P.S. paraprofessionals are needed	4	50
Totals	8	100%

On question number two 50 percent of the principals mentioned that no aspect of the program needed improvement, and another 50 percent felt that their schools needed more B.P.S. paraprofessionals.

VI. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1980-81.

Students were assessed in English language development, growth in their mastery of their native language, and mathematics. The following are the areas assessed and the instruments used:

Reading in English -- Interamerican Series, Test of Reading

Reading in Spanish -- Interamerican Series, Prueba de Lectura

Mathematics Achievement -- Comprehensive Test of Basic Skills (Computation Subtest)

Attendance -- School and program records

The following analyses were performed:

On pre/post standardized tests of reading in English and Spanish, and mathematics statistical significance is reported.

Statistical significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

Supplementary information provided on standardized test results is reported in Appendix D. Raw score frequency distributions of pre- and post-test results, the possible score range, and descriptive statistics are provided to clarify interpreted results reported in this chapter.

Information is provided on the attendance rates of students by grade level.

The following pages present student achievement in tabular form.

Table 7. English language reading performance.

Significance of mean total raw score differences between initial and final test scores on the Interamerican Series Test of Reading, Form CE, by grade and test level.

			Pre-Test		Post-Test					
Test Level	Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance
OC-1	1	303	25.6	7.6	31.1	4.0	5.5	.33	13.0	.001
R-1	2	406	39.2	19.5	57.4	19.5	18.2	.72	25.6	.001
R-2	3	325	49.2	21.7	66.8	20.1	17.6	.67	18.6	.001
R-3	4	282	24.7	10.3	31.4	9.1	6.7	.40	10.7	.001
R-4	5	218	31.2	12.4	37.8	15.1	6.6	.76	9.9	.001
RN-3	6	172	39.5	23.4	52.5	25.3	13.0	.83	11.8	.001

- In all grades, students demonstrated statistically significant growth.
- The post-test results for first-grade students demonstrated a "ceiling effect," indicating that this test level may have been too easy for these students. (See Appendix D.) Outcomes for first graders are therefore unreliable.
- Second- and third-grade students demonstrated the greatest improvement from pre- to post-test.

Table 8. Spanish language reading performance.

Significance of mean total raw score differences between initial and final test scores on the Interamerican Series Prueba de Lectura, Form CE, by grade and test level.

			Pre-Test		Post-Test					
Test Level	Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance
CO-1	1	304	29.1	4.7	32.4	2.9	3.3	.44	13.3	.001
L-1	2	407	45.0	19.6	61.4	16.8	16.4	.69	22.8	.001
L-2	3	325	51.6	18.9	63.9	22.3	12.3	.73	14.2	.001
L-3	4	285	25.2	8.6	30.3	10.0	5.1	.58	10.1	.001
L-4	5	214	28.7	11.8	37.1	14.1	8.4	.63	10.9	.001
LN-3	6	172	33.4	15.6	51.9	21.2	18.5	.55	13.4	.001

- In all grades, students demonstrated statistically significant growth.
- The pre- and post-test results for first-grade students demonstrated a "ceiling effect" which reduced test reliability, and suggested that the test was too easy for the students.
- The pre- and post-test results of fifth-grade students and the pre-test scores for students in sixth grade tended to cluster at the low end of the raw score distribution ("floor effect") indicating that the test level used was too difficult for most students. (See Appendix D.)
- The test levels for students in grades 1, 5, and 6 failed to function adequately from a psychometric viewpoint.

Table 9. Mathematics performance.

Significance of mean total raw score differences between initial and final test scores on the Comprehensive Test of Basic Skills, Computation subtest, Form S, by grade and test level.

			Pre-Test		Post-Test					
Test Level	Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance
0A	1	294	13.1	5.4	20.0	4.1	6.9	.43	22.8	.001
0B	2	393	18.8	7.9	26.7	5.8	7.9	.48	21.8	.001
0C	3	295	18.7	6.6	23.6	4.8	4.9	.51	14.3	.001
01	4	307	27.4	11.2	35.3	10.6	7.9	.53	12.9	.001
02	5	223	23.1	8.3	30.7	9.7	7.6	.60	13.9	.001
03	6	172	13.8	5.1	20.1	7.8	6.3	.35	10.8	.001

- In all grades, students demonstrated statistically significant growth.
- The post-test results for students in grades 1, 2, 3, and 4 suggest the possibility of a "ceiling effect." (See Appendix D.)
- The pre-test mean for sixth-grade students suggests the presence of a "floor effect."
- The low correlations for students in grades 1, 2, 3, 4, and 6 suggest that the trait measured was not very stable across testing occasions.
- The test levels for all but the fifth grade were apparently inappropriate, as indicated by the "floor" and "ceiling" effects and low correlations.

Table 10. Student attendance rates by grade level.

Grade	No. of Students	Attendance Rates	Standard Deviation
1	307	86%	13.7
2	411	89%	10.5
3	326	90%	10.6
4	311	89%	9.3
5	226	91%	9.4
6	174	94%	6.2

.Attendance rates were essentially similar across all grade levels.

.The reported attendance rates suggest that student motivation to participate in the program was high.

VII. SUMMARY AND RECOMMENDATIONS

In the course of gathering information for this report the evaluator spent many hours interviewing various members of the B.P.S. project -- its director, assistant director, and paraprofessionals -- and district personnel -- school principals, teachers, and directors of district bilingual programs. In every instance the evaluator found a sense among those interviewed that this project has made a contribution in the instructional programs of the participating schools and to the preparation and conversion of paraprofessionals into teachers.

In a complex school system like New York City's it is extremely difficult to sustain from year to year those elements of a centrally controlled project which are intended to foster a change in individuals and in methodology. The B.P.S. project has been able, to a large extent, to remain basically unchanged in structure and purpose. The project operations reflect the maturity that comes from functioning for a number of years. The project has been able to continue its effectiveness through the talented staff that currently provides leadership and direction to the project. There is ample evidence of sound management practice, careful supervision, thorough record keeping, well planned training, and close cooperation and coordination.

In the opinion of the evaluator, essential to any centrally administered project is the liaison arrangement that is established and maintained between the central office and the participating schools. The F.I.S.'s have provided this link for the B.P.S. project and have established good rapport with many parties within the project and with school personnel.

There is evidence that the participating students have benefited from the project's instructional activities, as demonstrated by the consistently statistically significant gains made by students in English, native language, and mathematics. There is also evidence that the B.P.S. paraprofessionals have internalized and made operational their in-service training experiences, as witnessed by the evaluator through interviews and observations.

One recommendation with respect to testing is in order. The presence of floor and ceiling effects for raw score distributions on the Comprehensive Test of Basic Skills (C.T.B.S.), Computation subtest, suggest that one of two changes should be made in testing mathematics achievement: 1) administer the next highest level test of the C.T.B.S. computation subtest to students in grades 1, 2, 3, and 4, and the next lowest test level to students in grade 6; 2) administer additional mathematics subtests of the C.T.B.S. to students in all grade level where possible. The second suggestion would most likely increase test reliability; however, a clear congruence between curriculum and test content should first be established. In addition, in view of students' outstanding achievement in English and Spanish on the Interamerican Series, the project should consider changing to a normed referenced test in order to demonstrate student performance vis a vis a group external to the project. The C.T.B.S. and C.T.B.S. Espanol would seem likely candidates, inasmuch as these assess the same areas as the Interamerican. The new Language Assessment Battery (LAB-82) would also be a potential candidate if

adequate norms for evaluation purposes are developed and the problems of also using the test for selection are adequately addressed. In any case, any new instrument should be carefully reviewed prior to being selected to insure consistency between project actual curriculum and test content.

APPENDIX

APPENDIX A

Bilingual Pupil Services
131 Livingston Street, 5th Floor
Brooklyn, New York 11201

FORMAL LESSON EVALUATION FORM

Name _____ School/Grade _____

Subject/Language _____ Date _____

I. LESSON ASPECTS	COMMENTS
A. Objective: ____ well stated ____ appropriate ____ realized	
B. Motivation: ____ creative ____ effective ____ interesting ____ related to pupil's experiences	
C. Lesson Development: ____ sequential ____ well developed ____ final summary	
D. Questioning: ____ well worded ____ sequential ____ medial summary ____ pivotal ____ challenging	
E. Materials: ____ suitable ____ creative ____ teacher-made ____ multi-purposed	
F. Follow-up and Evaluation: ____ appropriate ____ related ____ effective ____ interesting ____ continuous	

G. Techniques: ____ student-dominated lesson ____ teacher-dominated lesson ____ control of group ____ use of time ____ adheres to plan ____ adapts to needs	

The following scale will be used to rate areas II and III.

5-outstanding 4-good 3-average 2-needs improvement 1-unsatisfactory

II. OVERALL ASPECTS	COMMENTS
____ organized	
____ sensitive to needs	
____ rapport	
____ motivates effectively	
____ code-switching	
____ proper use of language	
____ resourcefulness	
____ voice, speech, diction	
____ poise	
____ personal appearance	

III. Lesson Rating: ____

_____
Field Instructional Specialist

I have read and received a copy of this evaluation. _____
Educational Asst./Assoc.

Approved: _____
Project Director

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, 5TH FLOOR
BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES

PARAPROFESSIONAL EVALUATION FORM FOR PERIOD COVERING_____

Name of Paraprofessional_____ _____
LAST FIRST

Position Held: Educational Assistant_____ Educational Associate_____
School_____ District_____ Grade_____
Cooperating Teacher _____

Please rate the paraprofessional using the following scale:

1-needs improvement 2-has shown improvement 3-fair 4-good 5-excellen

A. Interpersonal Relations	Rating	Comments
1. Paraprofessional's rapport with:		
a. pupils	____	
b. cooperating teacher	____	
c. school staff	____	
2. Plans and prepares work with cooperating teacher:	____	
3. Understands role of teacher/paraprofessional in the classroom:	____	
4. Facilitates positive group interaction:	____	
B. Evidence of Commitment	**Rating**	
1. Adapts instruction to the individual needs and capacities of pupils:	____	
2. Makes class instructional program interesting to pupils:	____	
3. Enriches and supplements the physical environment of class:	____	

4. Shows initiative in obtaining or making materials, and doing research for the effective teaching of his/her lessons:	___	
5. Demonstrates ability to plan and organize learning situations:	___	
C. Professional Potential	**Rating**	**Comments**
1. Demonstrates ability to assume responsibility:	___	
2. Shows initiative and resourcefulness in developing his/her own teaching style:	___	
3. Is able to accept constructive criticism:	___	
4. Attendance	___	
5. Punctuality	___	
6. Oral language proficiency: English Spanish	 ___ ___	
7. Written language proficiency: English Spanish	 ___ ___	
8. Growth in teaching abilities:	___	

Please provide additional comments on the paraprofessional's overall performance and potential for teaching.

Date _____

_____
Cooperating Teacher's Signature

_____
Bilingual Coordinator and/or Principal's

*Revised May 19, 1980

APPENDIX B

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES
ROOM 512
522-6941

AWILDA ORTA
DIRECTOR

CELIA M. DELGADO
PROJECT DIRECTOR

Dear

Your appointment with the screening panel of the program, Bilingual Pupil Services, has been scheduled for _____ at, _____.

You will be required to do the following:

1. Take a written short answer test in English.
2. Write a composition in English.
3. Write a composition in Spanish.
4. Take an oral interview in both Spanish and English.
5. BRING A COPY OF YOUR COLLEGE TRANSCRIPT. Without it the screening and interview cannot be done. Verification of your college credentials is necessary.
6. Change to Evening Session College since the position with our program is from 8:45 a.m. to 3:00 p.m.

It is important that the screening date be kept. Our waiting lists are very long. If you cannot come for the scheduled screening date, you name will be placed at the end of the roster. The entire screening procedure may take up to six (6) hours. Please make arrangements to remain the whole day.

Thank you for your interest in our program.

Sincerely,

Celia M. Delgado

Celia M. Delgado
Project Director

CMD:ms

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES
ROOM 512
522-6941

AWILDA ORTA
DIRECTOR

CELIA M. DELGADO
PROJECT DIRECTOR

Dear

We have evaluated your screening examination and find that you must improve in the areas listed below before you can be accepted into the program:

Michigan Test of Eng. Language Proficiency	_____
Written English	_____
Oral English	_____
Written Spanish	_____
Oral Spanish	_____
College Performance	_____

You may request to be rescreened one year from the date you applied.

Should you have any questions, please do not hesitate to call our office.

Sincerely,

Celia M. Delgado

Celia M. Delgado
Project Director

ms

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES
ROOM 812
522-6841

AWILDA ORTA
DIRECTOR

CELIA M. DELGADO
PROJECT DIRECTOR

Date _____

Dear _____

The Bilingual Pupil Services Program is pleased to inform you that you have been accepted for the position of _____.

We look forward to your participation in our program and hope it will be a rewarding experience for you and the children.

_____ Would you please come to our office as soon as possible to complete payroll forms.

_____ Would you please call our office to make an appointment to come and meet with your Field Instructional Specialist.

_____ Your name has been put on our waiting list. You will be notified to fill the next available position.

If you have any questions, please do not hesitate to contact me at the above telephone number.

Sincerely,

Celia M. Delgado

Celia M. Delgado
Project Director

CMD:ms

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION

BILINGUAL PUPIL SERVICES

COMMITMENT FORM FOR ADMISSION
TO BILINGUAL PUPIL SERVICES
SERVING ELIGIBLE CHILDREN IN TITLE I PROGRAMS

NOTE:

The following commitment is requested by the State Education Department and the Board of Education as a requirement for taking part in the training program component of the project cited above. Applicants are asked not to sign the form unless they definitely plan to adhere to the commitment as stated below. Approval of the proposal by the State Education Department, Title I Office, is based on adherence by applicants to this commitment. Nonadherence to the commitment places future funding of the proposal in jeopardy.

Signed Celia M. Delgado
Celia M. Delgado
Project Director

Date _____

I, _____ hereby agree that after receiving training from this project, I will undertake to teach or otherwise serve in a Title I E.S.E.A. program to meet the educational needs of non-English-speaking children.

_____
(Signature)

ms

APPENDIX C

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION
AWILDA ORTA
DIRECTOR

CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES
BILINGUAL PUPIL SERVICES
CELIA M. DELGADO
PROJECT DIRECTOR

Administrative

Staff Development Workshops

Calendar

September	
5	General Clerical Skills and Program Orientation
26	O.B.E. Orientation Session/Conference
October	
31	O.B.E. Staff Conference
November	
5	Clerical Skills Training: Answering Phones and Filing
17	P. R. Heritage Workshop
December	
6	Parents Conference
February	
19	Orientation for Center for Dissemination
March	
5	General Office Skills
12	Typing Format and Related Materials
19	Elementary Spanish for Administrative Personnel
April	
2	Improving Your Writing Skills
9	Employee Benefits and Related Matters
May	
14	Use of Imprest Fund and Accounting Procedures

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NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION
AWILDA ORTA
DIRECTOR

CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES
BILINGUAL PUPIL SERVICES
CELIA M. DELGADO
PROJECT DIRECTOR

STAFF DEVELOPMENT WORKSHOPS

CALENDAR

September	
9	Meeting the Educational Needs of Pupils in a Heterogeneous Class
26	O.B.E. Orientation Session/Conference
October	
1	Managerial Training Workshop #1
8-9-10	Instructional Supervision
15	Managerial Training Workshop #2
17	Pupil Assessment and Evaluation in the Native Language Arts
22	E.S.L. Workshop I
23	Managerial Training Workshop #3
23	E.S.L. Workshop II
28	Techniques for Teaching Spanish Language Arts
29	Techniques for Native Language Instruction--(Spanish)
31	O.B.E. Staff Conference
November	
6	Development of Bilingual Materials
12-13	Parent Involvement Workshops
December	
6	Parents' Conference
9	Hands-on Instructional Workshops on Mask-Making

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January	
26	Methods and Materials in E.S.L.
30	Testing and Evaluation in E.S.L.
February	
18	Use of the Vernacular (Spanish) in the Classroom
20 (AM)	Initiating Students into Formal Reading in Spanish
20 (PM)	Reading in Spanish in Content Areas
23 (AM)	Observational Techniques in the Classroom
23 (PM)	Language Development in the Early Grades (English)
25 (AM)	Reading Readiness and Creative Writing in the Lower Grades
25 (PM)	Creative Writing in English for Grades 4-6
27 - 3/1	N.Y.S. SABE Conference
March	
4	Values Clarification in the Classroom
6	Bilingual Education Through the Arts
13 (AM)	Implementing an Arts & Crafts Learning Center: Easter Theme
13 (PM)	Parent Involvement Workshops
April	
1	Pan American Workshop: Dominican Republic
2	Pan American Workshop: Latin America
10-11	Urban Reading Conference

APPENDIX D

Table 11. Raw score distribution of pre-test and post-test scores on the Interamerican Series Test of Reading, Form CE, Level OC-1, grade 1.

	Frequency	
Score	Pre	Post
1-4	2	0
5-8	8	1
9-12	20	1
13-16	19	2
17-20	14	3
21-24	35	17
25-28	68	34
29-32	91	106
33-36	46	139
TOTAL	303	303
Possible score range	0-35	
Mean	25.6	31.1
Standard deviation	7.6	4.0
Correlation (Pre, Post)	.33	

Table 12. Raw score distribution of pre-test and post-test scores on the Interamerican Series Test of Reading, Form CE, Level R-1, grade 2.

	Frequency	
Score	Pre	Post
2-9	18	1
10-17	31	5
18-25	72	28
26-33	67	30
34-41	43	31
42-49	43	29
50-57	46	49
58-65	31	51
66-73	42	84
74-81	13	98
TOTAL	406	406
Possible score range	0-80	
Mean	39.2	57.4
Standard deviation	19.5	19.5
Correlation (Pre, Post)	.72	

Table 13. Raw score distribution of pre-test and post-test scores on the Interamerican Series Test of Reading, Form CE, Level R-2, grade 3.

	Frequency	
Score	Pre	Post
1-10	6	0
11-20	14	1
21-30	41	9
31-40	81	26
41-50	47	43
51-60	42	45
61-70	34	63
71-80	25	43
81-90	17	46
91-100	15	37
101-110	3	12
TOTAL	325	325
Possible score range	0-110	
Mean	49.2	66.8
Standard deviation	21.7	20.1
Correlation (Pre, Post)	.67	

Table 14. Raw score distribution of pre-test and post-test scores on the Interamerican Series Test of Reading, Form CE, Level R-3, grade 4.

	Frequency	
Score	Pre	Post
1-5	1	0
6-10	12	7
11-15	34	9
16-20	55	36
21-25	48	41
26-30	40	44
31-35	40	38
36-40	30	46
41-45	14	44
46-50	8	14
TOTAL	282	282
Possible score range	0-50	
Mean	24.7	31.4
Standard deviation	10.3	9.1
Correlation (Pre, Post)	.40	

Table 15. Raw score distribution of pre-test and post-test scores on the Interamerican Series Test of Reading, Form CE, Level R-4, grade 5.

	Frequency	
Score	Pre	Post
1-10	1	1
11-20	37	13
21-30	89	64
31-40	50	65
41-50	18	37
51-60	18	21
61-70	4	7
71-80	1	9
81-90	0	0
91-100	0	0
101-110	0	1
>110	0	0
TOTAL	218	218
Possible score range	0-125	
Mean	31.2	37.8
Standard deviation	12.4	15.1
Correlation (Pre, Post)	.76	

Table 16. Raw score distribution of pre-test and post-test scores on the Interamerican Series Test of Reading, Form CE, Level RN-3, grade 6.

Score	Frequency Pre	Post
1-10	6	0
11-20	27	12
21-30	50	26
31-40	24	29
41-50	17	24
51-60	16	21
61-70	12	13
71-80	9	18
81-90	5	15
91-100	1	7
101-110	4	4
111-120	1	2
121-130	0	1
TOTAL	172	172
Possible score range	0-125	
Mean	39.5	52.5
Standard deviation	23.4	25.3
Correlation (Pre, Post)	.83	

Table 17. Raw score distribution of pre-test and post-test scores on the Interamerican Series Prueba de Lectura, Form CE, Level CO-1, grade 1.

	Frequency	
Score	Pre	Post
9-12	2	0
13-16	9	0
17-20	5	2
21-24	27	4
25-28	62	20
29-32	116	91
33-36	83	187
TOTAL	304	304
Possible score range	0-35	
Mean	29.1	32.4
Standard deviation	4.7	2.9
Correlation (Pre, Post)	.44	

Table 18. Raw score distribution of pre-test and post-test scores on the Interamerican Series Prueba de Lectura, Form CE, Level L-1, grade 2.

	Frequency	
Score	Pre	Post
2-9	8	4
10-17	26	2
18-25	50	9
26-33	56	29
34-41	43	26
42-49	49	26
50-57	43	32
53-65	56	56
66-73	54	98
74-81	22	125
TOTAL	407	407
Possible score range	0-80	
Mean	45.0	61.4
Standard deviation	19.6	16.8
Correlation (Pre, Post)	.69	

Table 19. Raw score distribution of pre-test and post-test scores on the Interamerican Series Prueba de Lectura, Form CE, Level L-2, grade 3.

Score	Frequency	
	Pre	Post
1-10	1	3
11-20	7	9
21-30	38	21
31-40	52	18
41-50	67	33
51-60	62	56
61-70	43	52
71-80	30	52
81-90	11	42
91-100	13	33
101-110	1	6
TOTAL	325	325
Possible score range	0-110	
Mean	51.6	63.9
Standard deviation	18.9	22.3
Correlation (Pre, Post)	.73	

Table 20. Raw score distribution of pre-test and post-test scores on the Interamerican Series Prueba de Lectura, Form CE, Level L-3, grade 4.

	Frequency	
Score	Pre	Post
1-5	1	1
6-10	6	4
11-15	31	12
16-20	58	37
21-25	59	42
26-30	57	49
31-35	31	43
36-40	30	43
41-45	10	37
46-50	2	17
TOTAL	285	285
Possible score range	0-50	
Mean	25.2	30.3
Standard deviation	8.6	10.0
Correlation (Pre, Post)	.58	

Table 21. Raw score distribution of pre-test and post-test scores on the Interamerican Series Prueba de Lectura, Form CE, Level L-4, grade 5.

	Frequency	
Score	Pre	Post
1-10	9	1
11-20	38	15
21-30	84	61
31-40	60	60
41-50	11	42
51-60	8	17
61-70	2	14
71-80	1	2
81-90	1	2
>90	0	0
TOTAL	214	214
Possible score range	0-125	
Mean	28.7	37.1
Standard deivation	11.8	14.1
Correlation (Pre, Post)	.63	

Table 22. Raw score distribution of pre-test and post-test scores on the Interamerican Series Prueba de Lectura, Form CE, Level LN-3, grade 6.

	Frequency	
Score	Pre	Post
1-10	6	1
11-20	27	5
21-30	53	22
31-40	35	31
41-50	32	29
51-60	6	28
61-70	10	19
71-80	1	19
81-90	1	10
91-100	1	6
101-110	0	2
>110	0	0
TOTAL	172	172
Possible score range	0-125	
Mean	33.4	51.9
Standard deviation	15.6	21.2
Correlation (Pre, Post)	.55	

Table 23. Raw score distribution of pre-test and post-test scores on the Comprehensive Test of Basic Skills, Computation subtest, Form S, Level 0A, grade 1.

	Frequency	
Score	Pre	Post
1-3	24	1
4-6	15	1
7-9	29	3
10-12	57	10
13-15	65	26
16-18	55	50
19-21	38	76
22-24	9	90
25-27	2	37
TOTAL	294	294
Possible score range	0-26	
Mean	13.1	20.0
Standard deviation	5.4	4.1
Correlation (Pre, Post)	.43	

Table 24. Raw score distribution of pre-test and post-test scores on the Comprehensive Test of Basic Skills, Computation subtest, Form S, Level OB, grade 2.

	Frequency	
Score	Pre	Post
1-3	3	0
4-6	12	1
7-9	34	2
10-12	58	6
13-15	52	12
16-18	39	30
19-21	44	23
22-24	39	24
25-27	36	58
28-30	45	108
31-33	31	129
TOTAL	393	393
Possible score range	0-32	
Mean	18.8	26.7
Standard deviation	7.9	5.8
Correlation (Pre, Post)	.48	

Table 25. Raw score distribution of pre-test and post-test scores on the Comprehensive Test of Basic Skills, Computation subtest, Form S, Level OC, grade 3.

	Frequency	
Score	Pre	Post
1-4	5	1
5-8	19	2
9-12	38	11
13-16	42	16
17-20	51	30
21-24	68	62
25-28	72	173
TOTAL	295	295
Possible score range	0-28	
Mean	18.7	23.6
Standard deviation	6.6	4.8
Correlation (Pre, Post)	.51	

Table 26. Raw score distribution of pre-test and post-test scores on the Comprehensive Test of Basic Skills, Computation subtest, Form S, Level OI, grade 4.

	Frequency	
Score	Pre	Post
1-5	5	1
6-10	10	4
11-15	33	8
16-20	49	23
21-25	42	27
26-30	43	36
31-35	39	38
36-40	40	41
41-45	29	62
46-50	17	67
TOTAL	307	307
Possible score range	0-48	
Mean	27.4	35.3
Standard deviation	11.2	10.6
Correlation (Pre, Post)	.53	

Table 27. Raw score distribution of pre-test and post-test scores on the Comprehensive Test of Basic Skills, Computation subtest, Form S, Level 02, grade 5.

	Frequency	
Score	Pre	Post
1-5	3	0
6-10	8	2
11-15	29	13
16-20	52	32
21-25	48	19
26-30	40	35
31-35	23	34
36-40	17	50
41-45	3	32
46-50	0	6
TOTAL	223	223
Possible score range	0-48	
Mean	23.1	30.7
Standard deviation	8.3	9.7
Correlation (Pre, Post)	.60	

Table 28. Raw score distribution of pre-test and post-test scores on the Comprehensive Test of Basic Skills, Computation subtest, Form S, Level 03 grade 6.

	Frequency	
Score	Pre	Post
1-5	8	0
6-10	38	12
11-15	69	45
16-20	36	39
21-25	20	40
26-30	1	17
31-35	0	10
36-40	0	5
41-45	0	4
>45	0	0
TOTAL	172	172
Possible score range	0-48	
Mean	13.8	20.1
Standard deviation	5.1	7.8
Correlation (Pre, Post)	.35	